OPI

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21ST CENTURY 2004-05 COMMUNITY LEARNING CENTERS ANNOUNCEMENT ESEA TITLE IV, PART B FEDERAL PROGRAM

1. Introduction

The Montana Office of Public Instruction (OPI) is soliciting competitive applications for before-school, after-school, and summer break projects to be funded by ESEA Title IV, Part B of the No Child Left Behind federal program, administered by the U.S. Department of Education. It is anticipated that approximately $1,000,000 of competitive funding will be available for the 2004-2005 Program Year. Final funding commitments will be based on an official award from the Department of Education to the Office of Public Instruction.

2. Purpose of Funds

The 21st Century Community Learning Center (CLC) funds provide opportunities for academic enrichment along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Successful projects provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs) and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers are to help working parents by providing a safe environment for students when school is not in session.

a. Principles of Effectiveness

The legislation requires that grantees identify and implement programs based on *principles of effectiveness.* Activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and—if appropriate—be based on scientific research. Resource: www.opi.state.mt.us/21stCenturyCommunityLearningCenters

b. Authorized Activities

The U.S. Department of Education has determined that grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

- ➤ The CLC program can also support services for <u>prekindergarten children</u> who will become students in the schools being served.
- ➤ <u>Adult family members</u> of students participating in a project are eligible for services, including parental involvement and literacy.
- ➤ <u>Hours of operation</u>: national evaluations suggest that projects operate at least three hours a day and four days a week for after-school and summer projects. Although operational hours are not prescribed by the OPI, it is suggested that a reliable schedule of sufficient duration be established.

c. Documenting Student Achievement

Federal requirements address **mandatory reporting of student achievement data** to the OPI and as part of national evaluation studies. In order to assure that this requirement is met, applicants must:

- • Include a Letter of Support from the local district or county superintendent to verify collaboration and willingness to comply with reporting requirements; AND
- • Document how projects will align activities with curriculum.

Information to be shared must be reported in the aggregate and comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) as found in 20 USC 1232g and the regulations found in 34 CFR Part 99 and the Protection of Pupil Rights Amendment (PPRA) found in 20 USC 1232h and the regulations found in 34 CFR Part 98.

d. Limitations on Use of Funds

In general, the following prohibitions apply to projects supported under the CLC grant program:
- • Purchase of equipment must be integral and necessary for the project;
- • Construction is prohibited;
- • Land acquisition is prohibited;
- • Supplanting is prohibited;
- • Consultant costs are limited to $450 per 8-hour day;
- • Indirect costs are allowed but must be set at the indirect cost rate of the local education agency that is the applicant agency or is partnering with the applicant agency. Furthermore, the local education agency whose indirect cost rate is being used must have at least one school that meets 21st Century CLC eligibility requirement of meeting or exceeding 40 percent free and reduced-price lunch. Finally, the indirect cost rate of the local education agency must be approved by the OPI. See below for the Web site of the OPI State and Federal Grants Handbook to review definitions of indirect costs and administrative costs;
- • Proposal development or planning costs are not allowable; and
- • Rental costs are limited to the fair market value for similar facilities in your locale.

For additional instructions, refer to the OPI State and Federal Grants Handbook:
<u>www.opi.state.mt.us/federalprograms/handbook.html</u>.

e. Fee for Service

Services need not be offered free of charge, however, programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that opt to charge <u>must</u> offer a sliding scale and scholarships for those who cannot afford to pay. Income collected must be used to fund program activities specified in the application.

3. Eligible Applicants

Any public or private organization is eligible to apply. Examples include, but are not limited to: local education agencies, non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit organizations. While all organizations are eligible to apply, they MUST be partnered with an eligible school to be considered for funding.

a.   Federal regulations require that programs must primarily serve students who attend schools that serve a high percentage of students from low-income families. **For Montana, this means that grant awards are restricted to projects that primarily serve students attending schools that meet or exceed 40 percent Free and Reduced-Price Lunch eligibility.** The list of eligible schools is attached.

b.   Federal regulations also require that a priority must be given to applications that serve students attending schools with a "school in need of improvement" designation under Title I **and** that are submitted jointly by a school district and a community-based organization. The review process will grant an application that is of similar quality to other competitive proposals an additional five points if the application meets this criteria.

c.   Applications from consortia (any combination of local education agencies and community-based organizations) are acceptable, as long as all other requirements are met. This includes the requirement that the project primarily serve students attending high poverty schools. In this instance, the program must be able to document that 50 percent or more of the students participating in the program attend a high poverty school.

d.   Current or prior 21st Century CLC projects funded through federal discretionary awards are eligible to apply:

   • Current projects can apply for funds to enhance existing activities, expand to a new target population, or otherwise provide a service not included under the federal project.
   • Projects no longer funded through the federal award can apply to continue the previous activities or to expand the scope of the program.

4. Flexibility by a Local Education Agency

Under CLC authorizing legislation, local education agencies (LEAs) are allowed the same flexibility as allowed under other programs funded by ESEA:
a.   Consolidation of local administration funds;
b.   Support of schoolwide programs; and
c.   Rural Education Initiatives.
The LEAs are still responsible for implementing the activities for which they received the CLC award, even if flexibility provisions are utilized.

5. Application Due Date

Applications must be received by the OPI or be postmarked no later than 5:00 p.m. Wednesday, May 12, 2004. Any submissions received or postmarked after that date will be returned to the sender. No late applications will be accepted. It is recommended that applications be sent by certified mail or delivered by a service that documents delivery to assure receipt. Submit an original and four (4) copies, clipped together; do not bind or staple.

Deliver to:
Montana Office of Public Instruction
21st Century Community Learning Centers
Health Enhancement Division
PO Box 202501
1300 11th Avenue
Helena MT 59620-2501

6. Project Year

Projects will have an effective date of July 1 through June 30.

7. Continuation of Projects

Projects will be offered a maximum five-year grant period with level funding for each of the years renewal is approved. Annual re-application will be required prior to commitment of subsequent year funds. Continuation will be dependent upon measurable achievement of project objectives, as documented by a mid-year and final program report and on availability of funds.

8. Budget

No project will be awarded less than $50,000, as required by federal regulation. Although a project maximum is not prescribed, applicants must justify their proposed budget through the budget narrative. The Budget Narrative should be included as part of the 20-page Program Narrative in Item 5, page 7 of the Application.

Explain the relationship between budgeted items and project activities. Include information as to how budget estimates were determined. Discuss all items included within a category. For example: how were salaries determined, what is included in fringe benefits, how many hours will the employee work per week/month. Provide as much specific and detailed budget information as possible.

Note that all budget items from the narrative must be collapsed into the budget categories listed on the OPI budget form, page 8: Salaries and Benefits, Operating Expenses, Indirect Costs (when applicable), and Equipment.

Use the following resource for additional budget information:
The OPI State and Federal Grants Handbook: www.opi.state.mt.us/federalprograms/handbook.html.

a. Project Director

Although not required, it is strongly suggested that applicants budget for the dedicated time of a project director to implement and administer the project. Applicants must determine whether the size and scope of the project requires a full- or part-time administrator, and the specific duties attributable to that position. If this position is not included, provide the rationale for not needing a project director in the project design narrative.

b. Transportation

Project sites may be on school grounds or in any other location that is at least as accessible as the school that the student attends. In some circumstances, this may require a plan for providing

transportation to assure safe passage to and from the program. Indicate whether transportation is to be a component of the project and the basis for that decision. If it is included, document the basis for requesting transportation costs and how the service will be provided.

c. Staff Travel

The National Center for Community Education (NCCE) is funded through a partnership with the Mott Foundation and the U.S. Department of Education to provide technical assistance and training to CLC projects. Over the five years of providing this service to federal discretionary grantees, the U.S. Department of Education has determined that it is an important component of ensuring ongoing success of community learning centers. The NCCE works with three participants from each project: the project director, a school site person, and a community agency person. Their trainings offers "hands-on" experience in six tracks: management, evaluation, collaboration, programming, K-12 integration, and communication.

Each applicant is encouraged to include funds to cover travel and lodging expenses for up to three people to attend one out-of-state training activity during each project year. Also include estimated staff travel costs for two in-state conferences/training each year.

Travel costs for lodging, airfare or mileage and meals cannot exceed the federal allowable rate for out-of-state trips and the allowable state rates for travel within Montana. The Montana Department of Administration Web site includes in-state rates and a link to access the federal rates.

Information resource for mileage, lodging and meal rates for in and out-of-state travel: www.state.mt.us/doa/travel.

9. Selection Process

The application form describes the critical elements and the points dedicated to each section. A peer review process will include: assessment of each component, overall project design, compliance with the requirements of the principles of effectiveness, and general quality of the completed application.

For further information:

Program: Gary Pfister, e-mail: gpfister@state.mt.us; telephone: (406) 444-1964.
Budget: Madilon Beatty, e-mail: mbeatty@state.mt.us; telephone: (406) 444-4403.

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**ESEA Title IV, Part B
21st Century Community
Learning Centers 2004-05 Application**

Cover Sheet

Applicant	Telephone	Current Date

Mailing Address	City, State, ZIP code

E-mail Address	Fax Number

Federal Employer/ Payee Identification/Legal Entity Number

Authorized Signature	Title

School District Authorized Representatives—The Board of Trustees has the authority to act on behalf of the school district. The OPI assumes the Board of Trustees delegates their authority to the district superintendent, who will act as authorized representative of the school district receiving federal and/or state grants. If the school district, because of its size, does not have a district superintendent, the principal will be presumed to be the authorized representative. If a district has neither a superintendent nor a principal, the county superintendent will assume the role of authorized representative. Although this assignment of duties will be assumed by the OPI, the trustees may instead retain the Chairman of the Board in the role of authorized representative for the board. The trustees should send written notice to the OPI if they choose to retain the Chairman as authorized representative.

Authorized Representatives of Subrecipients Who are Not School Districts—The chairman of the managing board or committee of the subrecipient organization will be assumed to be the authorized representative, unless the board designates an alternative in writing to the OPI.

PROJECT DIRECTOR NAME	**TITLE**

Mailing Addres:	Telephone

E-mail Address	Fax Number

OPI Use Only

Project Number: _____   **Date Received:** _____

Project Approval: _____   **Amount Awarded: $**_____

Name and address of applicant:

_____

_____

_____

Contact information:

Name:_____

Telephone:_____Fax:_____

E-mail:_____

Name of Each School that will Participate	≥40% Free or Reduced-Price Lunch (yes/no)	School in Need of Improvement (yes/no)	Actual No. of Students to be Served	No. of Adults to be Served
			Total:	Total:

Student Populations Served
(check all that apply):   ☐ Elementary School   ☐ Middle School   ☐ High School

Services (check all that apply):

☐ Reading or Literacy
☐ Mathematics
☐ Science
☐ Art, Music, Dance, Theater
☐ Sports or Recreation
☐ Technololgy, Video or Media

☐ Community Service
☐ Cultural Activities, Social Studies
☐ Health, Nutrition
☐ Youth Development
☐ Services for Adults

Operating Hours (check all that apply):
☐ After School   ☐ Weekend   ☐ Summer   ☐ Before School

Hours per day: _____   Times: _____   _____

Days per week: ☐ Monday
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday
☐ Saturday
☐ Sunday

List the name of each community partner, provide contact information for the organization, and describe the role, involvement, and other assistance/contributions they provide to the operation of the community learning center.

Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____
Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____
Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____
Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____
Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____
Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____
Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____
Organization_____ Contact Person_____ Address_____ Telephone_____	Role, Involvement, Contribution_____ _____ _____ _____

If additional space is needed to document Partner Participation, please attach as Exhibit 1 and include after the final page of the Program Narrative.

GOALS, INDICATORS, and PERFORMANCE TARGETS: Montana has adopted the following five goals and corresponding indicators. From the following list of Performance Indicators, each 21st Century Community Learning Center (CLC) applicant may select a goal(s) and the performance indicators that apply to their project. Data must be submitted that support these selections. Performance Goal 1 is prescribed and applies to every project. Applicants may select any of the applicable remaining four performance goals and performance indicators.

Performance Goals *Instructions:* Check all applicable boxes	Performance Indicators *Instructions:* Check all applicable boxes
☑ **Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	☐ 1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment. ☐ 1.2 The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. ☐ 1.3 The percentage of Title I schools that make adequate yearly progress.
☐ **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	☐ 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. ☐ 2.2 The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for Performance Indicator 1.1 ☐ 2.3 The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for Performance Indicator 2.1.
☐ **Performance Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.	☐ 3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA). ☐ 3.2 The percentage of teachers receiving high-quality professional development (as the term "professional development," is defined in section 9101(34)). ☐ 3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

Performance Goals *Instructions:* Check all applicable boxes	Performance Indicators *Instructions:* Check all applicable boxes
❑ **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.	❑ 4.1 The number of persistently dangerous schools, as defined by the state.
❑ **Performance Goal 5:** All students will graduate from high school.	❑ 5.1 The percentage of students who graduate from high school each year with a regular diploma, —disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; —calculated in the same manner as used in the National Center for Education Statistics (NCES) reports on Common Core of Data. ❑ 5.2 The percentage of students who drop out of school, —disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; —calculated in the same manner as used in the National Center for Education Statistics (NCES) reports on Common Core of Data. (Note: NCES' definition of "high school dropout," i.e., a student in grades 9-12 who (a) was enrolled in the district at sometime during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the State; (d) has not transferred to another public school district or to a non-public school or to a State-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.)

Program Narrative (20 pages maximum)

General Information:

- The overall application must <u>not exceed</u> 20 pages. Reviewers may only consider the first 20 pages of an application.
- Other than the required application forms, applications are to be submitted in 12-point font and printed one side only on 8 1/2 x 11 paper. Margins (left, right, top, bottom) must not be less than three-fourths of an inch.

1) *Needs Assessment, Data Analysis, and Academic Risk Factors* **(30 points)**
Describe the factors that place students at risk of educational failure, e.g., the poverty rates in the communities to be served, state assessment data, the percentage of Title I students, the dropout rates, and the literacy rates and education levels in the community. Use specific data regarding the students and family members to be served by the project.

30 points	Specific objective data related to the academic needs of the target population has been collected, analyzed and is clearly identified. Multiple (three or more) data sources have been used to determine the factors that place students at risk of educational failure. Local data analysis clearly demonstrates needs.
15 points	National and/or state data has been referenced, but not analyzed, clearly identified or related to local data. Data collected does not clearly relate to problem statement or is limited in scope and source.
0 points	Data collected is based on anecdotal information and/or is vague. Needs of the community and gaps in services are not identified.

2) *Project Design, Goals, Objectives, and Activities* **(30 points)**
Describe the goals, objectives and activities and how they are linked to the identified needs. Describe the roles to be played by each of the partners and how collaboration will occur with regular school day teachers to assess a student's needs.

30 points	Goals and objectives are clearly specified, reasonable, and measurable. Activities indicate a scope and sequence that have a high probability of achieving the objectives. Letters of support clearly indicate the role of each partnering organization. Collaboration with the school is clearly described and adequate.
15 points	Goals and objectives are not clearly defined or described and may not be reasonable or appropriate to this funding source. Objectives are not clearly measurable and/or not meaningful. Activities do not tie clearly to the needs, goals, or objectives. Letters of support are included, but do not clearly link to roles and responsibilities. Collaboration with the school is described, but not adequate.
0 points	Goals and objectives are activity only and provide no indication of how they will be measured. Objectives are not defined and/or are not congruent with stated goals. Letters of support are missing or do not indicate the roles and responsibilities. Collaboration with the school is not described.

3) *Quality of Project Evaluation* **(10 points)**
Describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; (7) how information will be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; (8) how the data will be made available to the public upon request, with public notice of such availability; and (9) how information will provide accountability information to stakeholders about success at the project site(s).

10 points	The data that will be collected and when this data will be collected is clearly stated. How this data will be analyzed, when, and by who, is clearly stated. How this information will be used to refine, improve, and strengthen the program or activity, and to refine the performance measures, is clear. When and how the data will be made available to the public upon request, with public notice of such availability and how information will provide accountability information to stakeholders about success at the project site, is clearly stated.
5 points	The data that will be collected and when this data will be collected, is clearly stated. How this data will be analyzed, and when, is unclear. How this information will be used to refine, improve, and strengthen the program or activity, and to refine the performance measures, is unclear. When and how the data will be made available to the public upon request, with public notice of such availability and how information will provide accountability information to stakeholders about success at the project site, is not clearly addressed.

0 points	The data that will be collected and when this data will be collected, is not stated. How this data will be analyzed, and when, is unclear. How this information will be used to refine, improve, and strengthen the program or activity, and to refine the performance measures, is not addressed. When and how the data will be made available to the public upon request, with public notice of such availability and how information will provide accountability information to stakeholders about success at the project site, is not addressed.

4) *Quality of the Management Plan* (20 points)

Describe the plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Include methods of accepting input from constituency groups and how the information will be used to refine the program. Address the issue of planning for sustainability after the grant period and elaborate upon how your school district and partnering organizations will assist in sustaining the project.

20 points	The management plan to achieve the objectives of the proposed project on time and within budget is clear. Description of the role and responsibility of all key staff are clearly defined. Timelines and milestones for accomplishing project tasks are clear. Plan provides resources for ongoing staff development and training. Methods to gather and utilize input are described clearly. The issue of planning for sustainability after the grant period is clearly addressed.
10 points	The management plan to achieve the objectives of the proposed project on time and within budget is unclear. Description of the role and responsibility of all key staff is not clearly defined. No timelines and milestones for accomplishing project tasks are included. Plan provides limited resources for ongoing staff development and training. The issue of planning for sustainability after the grant period is not adequately addressed.
0 points	The management plan to achieve the objectives of the proposed project on time and within budget is unclear. Description of the role and responsibility of all key staff is not defined. Timelines and milestones for accomplishing project tasks are not included. Plan does not provide resources for ongoing staff development and training. Methods of gathering and utilizing input is inadequate. The issue of planning for sustainability after the grant period is not addressed.

5) *Adequacy of Resources/Budget* (10 points)

Show how appropriate resources and personnel have been carefully allocated for implementation and maintenance of the program. Describe how the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. Describe how other resources will be leveraged to gain the most benefit to the project.

NOTE: Although you are encouraged to describe auxiliary goods and services provided by other sources, <u>DO NOT include such items within the budget request or include them on the budget form</u>.

10 points	Appropriate resources and personnel have been carefully allocated for the tasks and activities. The budget is detailed and adequately covers program expenses, including transportation. Costs are necessary and integral to the activities. Instructions were followed.
5 points	Appropriate resources and personnel have been allocated for the tasks and activities. It is unclear if the budget adequately covers program expenses, including transportation. Relationships between budgeted items and program activities are not clearly defined. Instructions were not followed completely.
0 points	Appropriate resources and personnel have not been allocated for the tasks and activities described in the application. Budget does not cover all of the program expenses, including transportation. Instructions were not followed.

6) *Schools in Need of Improvement*

5 points	YES
0 points	NO

TOPIC	MAXIMUM POSSIBLE POINTS
Needs and Data Analysis	30 POINTS
Project Design, Goals, etc.	30 POINTS
Evaluation	10 POINTS
Management	20 POINTS
Budget	10 POINTS
Schools in Need of Improvement	5 POINTS
Total Possible	105 POINTS

ESEA Title IV, Part B Annual Budget 2004-05

CFDA #84.287

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period for 21st Century Community Learning Centers grant is July 1, 2004-June 30, 2005.

Prime Applicant District:_____

Legal Entity: __ __ __ __

FEIN: _____

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits Objects 1xx, 2xx				
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx				
3. **SUB-TOTAL DIRECT COSTS**				
4. Indirect Costs @ ____% (See back for directions.)				
5. Equipment ($5,000 or more per unit) Attach Details and Justification Object 7xx				
6. **TOTAL BUDGET**				
7. **OPI Use Only: Approved By/Date**				
Project No.				

No 21st Century Community Learning Centers funds may be carried over to the next program year.

For assistance with program questions contact Gary Pfister (406) 444-1964 or gpfister@state.mt.us or for fiscal questions contact Madilon Beatty (406) 444-4403 or mbeatty@state.mt.us.

Example Indirect Cost Calculation

To calculate Indirect Costs on Line 4: If approved rate is 4.32% and total grant award is $40,000 and equipment cost on Line 5 is $5,500:

$$\frac{\text{Indirect Cost Rate}}{(1.00 + \text{Indirect Cost Rate})} \quad \text{X} \quad \text{Total Award less Equipment (Line 5) (\$40,000 - \$5,500) = Line 4}$$

$$\frac{.0432}{1.0432} \quad \text{X} \quad \$34,500 = \$1,428.68 \ \text{(Line 4)}$$

To check, multiply the approved rate times Line 3.